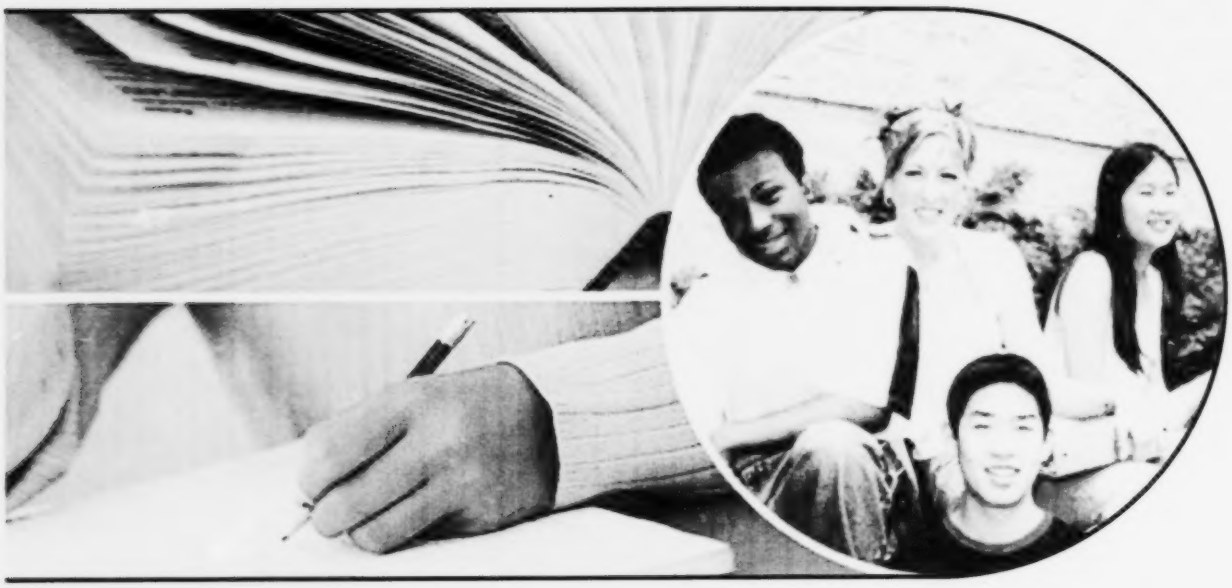

Guide for Administering the Grade 9 Assessment of Mathematics

Winter 2005

EQAO
Education Quality and Accountability Office

Guide for Administering the Grade 9 Assessment of Mathematics

Winter 2005

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Section 1: New and Important

Purpose of the Guide

This guide has been developed to help principals and teachers administer the Grade 9 Assessment of Mathematics. It is important to follow the procedures exactly as stated. This will ensure fairness to students by maintaining province-wide consistency before, during and after the administration of the assessment.

This guide is also available electronically at www.eqao.com or on the *Training to Administer* CD.

What's New for Winter 2005

The Grade 9 Assessment of Mathematics has been streamlined in response to the Ensuring Quality Assessment initiative, a comprehensive review of all aspects of the EQAO assessment program, which involved research, consultation and analysis.

- The total assessment time has been reduced to two hours.
- Students will receive two booklets only.
- Each booklet will contain both multiple-choice and open-response items.

For consistency between the Grade 9 assessment and the Ontario Secondary School Literacy Test (OSSLT), the procedures and policies for accommodations and special provisions have been aligned.

Open-Response: Students will answer five open-response questions over the two booklets. Open-response questions ask students to demonstrate achievement of expectations from all strands and categories.

Multiple-Choice

Students will solve 38 questions over the two booklets. Each multiple-choice question is related to a single strand and a single category. These questions give students an opportunity to demonstrate their understanding without having to show their work. The questions will assess student work on components of the curriculum that can be easily measured through multiple-choice questions.

Important Information

The *Training to Administer* CD

The CD-ROM contains

- an interactive version of this guide,
- the policies that govern the administration,
- editable letters to parents in Microsoft Word format,
- principal memos and miscellaneous training tools and
- release materials to help students prepare for the assessment.

Class Tracking Sheet and Student Information Form

Samples of the Class Tracking Sheet (CTS) and Student Information Form (SIF) are found in Appendix C.

- It is important that the CTS and the SIF be completed accurately; the information they collect is used to report results to students, schools and boards.
- SIFs must not be completed by students.
- The student name and the Ontario Education Number (OEN) must be included on the CTS. If the OEN is not available, call the Ministry of Education at 1-800-387-5514.
- Providing the student name and OEN on the SIF is optional but may aid in the administration of the assessment.

Use of Labels

- You may use labels on the SIFs and the CTSs to organize student materials.
- Each label must include the student's first name, last name and OEN in the format shown on the forms.
- The font size must be no smaller than 10 point.
- The label size must be 4" × 1".

The Importance of Barcodes

When preparing for the administration, schools must ensure that the last four digits of the barcode on each student's SIF match those on the student's booklets and next to the student's name on the CTS.

Mismatched Barcodes

- **If a student has not started writing the assessment** and finds that the last four digits of a barcode on any item in his or her package do not match those on other items in the package, replace the entire set with a new package and make the corresponding changes to the SIF and the CTS. If a new package is not available, call EQAO at 1-888-327-7377 for instructions.
- **If the student has already worked in one or more of the booklets in a package** and finds mismatched barcodes, cross out the mismatched barcode and clearly record the correct barcode number below it.
- **If the barcode has been damaged** on any of the booklets, the Student Answer Sheets, the SIF, the CTS or the Student Questionnaire, clearly write the 22-digit barcode number on the front of the document.

For students affected by a barcode problem, return *all* material (i.e., both booklets, the SIF, the CTS, the Student Answer Sheets and the Student Questionnaire) in an envelope labelled "BARCODE PROBLEM." Include a note in the envelope, clearly explaining what has been done.

The alteration of barcodes may affect the accuracy of the student's Individual Student Report (ISR). For more help resolving barcode problems, please call EQAO at 1-888-327-7377.

Assessment Timeline

Receive Shipment 1	December 1–3, 2004
Order supplemental materials	December 3, 2004–January 14, 2005
Receive Shipment 2	January 4 and 5, 2005
Assessment dates	January 5–25, 2005
Pack and return assessment materials	by January 27, 2005
Marking	July 2005
Provincial results	Fall 2005

*AVOID ORDERING AT THE LAST MINUTE, BECAUSE MATERIALS MAY NOT ARRIVE IN TIME.

The Assessment at a Glance

Two-Day Schedule	
Day One	
Booklet 1	60 min
Day Two	
Booklet 2	60 min

Four-Day Schedule	
Day One	
Booklet 1 (multiple-choice)	25 min
Day Two	
Booklet 1 (open-response)	35 min
Day Three	
Booklet 2 (multiple-choice)	35 min
Day Four	
Booklet 2 (open-response)	25 min

Note: Allow time before and after the administration of the assessment for distributing and collecting materials. The chart indicates the suggested assessment times.

Preparing Students for the Grade 9 Assessment of Mathematics

Check the links on the EQAO Web site, www.eqao.com.

- Release materials: samples of the types of items students will be completing on the assessment
- Formula Sheet: measurement formulas
- Key Words: explanations of the types of responses required from students

Section 2: Accommodations, Special Provisions and Exemptions

This guide is based on the Ministry of Education policy document *Individual Education Plans: Standards for Development, Program Planning, and Implementation*, available at www.edu.gov.on.ca.

Definitions

"Modifications" are changes to content and to performance criteria. Modifications are not permitted, because they would affect the validity and reliability of the assessment.

"Accommodations" are supports and services that enable students with special needs to demonstrate their competencies in the skills being measured by the assessment. Accommodations change only the way in which the assessment is administered or the way in which the person assessed responds to the components of the assessment. They do not alter the content of the assessment or affect the validity or reliability of the assessment.

Clarification of instructions for all students is permitted prior to the assessment. Clarification of questions (e.g., rewording or explaining) is **not** allowed.

"Exemptions" are decisions made for students who are unable to participate in the assessment even with accommodations.

Organization of This Section

The headings ("The Student," "Decision Making," "Required Documentation" and "Notes") are used for each of the following topics:

- accommodations for
  - students with special needs
  - students with a temporary condition
  - students new to the school board
- other accommodations (not covered elsewhere in this guide)
- special provisions for English as a second language (ESL) or English literacy development (ELD) learners
- exemptions

A sample SIF and a sample CTS are available in Appendix C. Sample letters are in Appendix D.

Role of the Principal

The principal is responsible for making decisions about student participation in the assessment and ensuring that any accommodation, special provision or exemption is documented according to the instructions in this guide.

Accommodations for Students with Special Needs

The Student

The student has an Individual Education Plan (IEP) that outlines the accommodations that are necessary for and consistent with regular classroom assessment practices.

Decision Making

Decide on the accommodations

- based on the student's IEP,
- prior to the assessment,
- for each student individually and
- in consultation with the student and parents, and with the appropriate teaching staff.

Permitted Accommodations

Permit only the accommodations listed below that the student regularly receives when doing assessments.

Setting (adjustments to the environment in which the assessment is written)

- ☐ an individual or small-group setting or an individual study carrel
- ☐ preferential seating within the regular classroom
- ☐ assistive devices or adaptive equipment (e.g., special lighting, special pens or pencil grips or a device to support the student's arm for printing, writing or keyboarding)
- ☐ prompts for students with severe attention problems who are off-task for significant periods of time, solely to draw their attention back to the assessment

Timing (adjustments to the time suggested for the assessment)

- ☐ additional time, to a maximum of double the allotted time
- ☐ periodic supervised breaks

Presentation Format (adjustments to the format of the assessment)

- ☐ sign language or an oral interpreter*
- ☐ Braille version
- ☐ large-print version (no Student Answer Sheets)
- ☐ coloured-paper version
- ☐ large-print coloured-paper version
- ☐ audio version (CD or tape)
- ☐ verbatim reading of the instructions and/or questions
- ☐ assistive devices and technology resources (e.g., text-to-speech software or augmentative or alternative communication systems)

Response Format (adjustments to the format of responses)

- ☐ audiotaping of responses (for later transcription)
- ☐ verbatim scribing of responses
- ☐ use of a computer or word processor for responses (with spell checker)
- ☐ assistive devices and technology resources (e.g., a speech synthesizer, a Brailler, speech-to-text software or augmentative or alternative communication systems)

* An oral interpreter mouths words for deaf or hard-of-hearing students so that they can lip-read. The interpreter does not vary from the approved administration script or the assigned tasks.

Required Documentation

- ☐ the SIF
- ☐ an information letter from the principal to the parents (see Appendix D)
- ☐ other applicable correspondence

File all documentation in the student's Ontario Student Record (OSR).

Notes

- Do not deduct the duration of the breaks from the time allotted.

Students with a Temporary Condition

The Student

The student would not normally require accommodations but has a temporary condition, e.g., a hand injury that prevents him or her from writing or using a keyboard.

Decision Making

Decide on the accommodations

- prior to the assessment and
- for each student individually.

Permitted Accommodations

The principal may grant permission for accommodations according to the section "Accommodations for Students with Special Needs."

Required Documentation

The request for accommodation **has been** approved by the principal:

- ☐ the SIF
  - Indicate that the student has been given a special permission accommodation due to a temporary injury.
  - Under "Special Permission," indicate that the student does not have an IEP.
  - Indicate the accommodations provided.
- ☐ a letter or record of request for accommodation from the parents to the principal
- ☐ other applicable correspondence

File all documentation in the student's OSR.

In the event that the principal **does not** approve the request for accommodation, related documentation may be filed in the student's OSR.

Notes

- Consider an exemption if it is determined that the student will not be able to participate in the assessment, even with accommodations.

Students New to the School Board

The Student

The student has transferred into the school from another school board, province or country shortly before the assessment, and there is no time to develop an IEP. There is documentation to show that accommodations are necessary.

Decision Making

Decide on the accommodations

- prior to the assessment,
- for each student individually and
- in consultation with the student and parents, and with the appropriate teaching staff.

Permitted Accommodations

The principal may grant permission for accommodations according to the section "Accommodations for Students with Special Needs."

Required Documentation

The request for accommodation **has been** approved by the principal:

- ☐ the SIF
  - Indicate that the student has been given a special permission accommodation due to recent arrival from another school.
  - Under "Special Permission," indicate that the student has no IEP.
  - Indicate the accommodations provided.
- ☐ a letter or record of request for accommodation from the parents to the principal
- ☐ a letter from the principal to the parents
- ☐ other applicable correspondence

In the event that the principal **does not** approve the request for accommodation, related documentation may be filed in the student's OSR.

Notes

- Consider an exemption if it is determined that the student will not be able to participate in the assessment, even with accommodations.

Other Accommodations (Not Covered Elsewhere in This Guide)

The Student

A student's parents request an accommodation that is not listed in this guide (e.g., more than double the time suggested for the assessment).

Decision Making

Decide on the accommodations

- prior to the assessment and
- for each student individually.

Submit to the Chief Assessment Officer of EQAO

- a letter or e-mail record of the request for special consideration from the parents and
- a brief description of the documentation that identifies the student's special needs (e.g., psychological or medical reports).

See "Notes."

Permitted Accommodations

The principal may grant permission for other accommodations only when approved in writing by EQAO's Chief Assessment Officer (CAO).

Required Documentation

- ☐ written approval from the CAO (for the accommodation)
- ☐ any other related correspondence

File all documentation in the student's OSR.

Notes

When a parent or principal identifies the need for an accommodation that is not listed in this guide or involves more than double the time allotted for the assessment, that conforms to the definition of accommodations in this guide, and that is described in the student's IEP, the parent or principal must submit the request for consideration to the CAO of EQAO. The decision of the CAO is final.

Chief Assessment Officer
Education Quality and Accountability Office
2 Carlton Street, Suite 1200
Toronto ON M5B 2M9

EQAO Information Centre: 1-888-327-7377
E-mail: e-mail@eqao.com

Special Provisions for ESL or ELD Learners

The Student

The student

- is enrolled in ESL or ELD courses at Level 1, 2, 3 or 4 or ESL Level 5 (Bridge to English) or
- would qualify for ESL or ELD courses if they were offered at the school.

Decision Making

Decide on the special provisions

- prior to the assessment,
- for each student individually and
- in consultation with the student and parents, and with the appropriate teaching staff.

Permitted Special Provisions

Setting (adjustments to the environment in which the assessment is written)

- ☐ an individual or small-group setting or an individual study carrel

Timing (adjustments to the time allotted for the assessment)

- ☐ additional time to a maximum of double the allotted time
- ☐ periodic supervised breaks

Presentation Format (adjustments to the format of the assessment)

- ☐ verbatim reading of instructions and/or questions

Required Documentation

- ☐ the SIF
- ☐ an information letter from the principal to the parents outlining the special provisions approved (see Appendix D)
- ☐ other applicable correspondence

File all documentation in the student's OSR.

Notes

- Do not provide special provisions to students who have **completed** ESL/ELD Level 5 (Bridge to English).
- Do not deduct the duration of the breaks from the time allotted.
- The student must complete the assigned booklets by the end of each assessment day.
- ESL/ELD learners who have special education needs are also entitled to accommodations in accordance with the section "Accommodations for Students with Special Needs."

Exemptions

The Student

The student is unable to participate in the assessment even with accommodations or special provisions.

Decision Making

Decide on an exemption

- in consultation with the student and parents, and with the appropriate teaching staff;
- with the consent of the parents;
- prior to the administration of the assessment and
- for each student individually.

If the parents want their son or daughter to write the assessment, the student must be allowed to write.

Required Documentation

- ☐ the SIF
- ☐ a letter from the parents requesting exemption, or a record of parental consent if exemption has been initiated by the school
- ☐ a copy of the principal's letter to the parents informing them of the exemption (see Appendix D)
- ☐ any other related correspondence

File all documentation in the student's OSR.

Human Resources: Scribes and Prompters

Note

A scribe or a prompter is someone who supports the accommodations the student receives. Scribes and prompters must not be relatives of the students they are assisting.

Guidelines

The person must

- ☐ be trained to administer the Grade 9 Assessment of Mathematics;
- ☐ work under the supervision of a teacher, unless he or she is a teacher;
- ☐ follow the guidelines in this guide, including the requirement to report child abuse;
- ☐ adhere to the security requirements and
- ☐ not provide students with any assistance that compromises the validity of the assessment; that is, he or she must not provide assistance that helps the student understand the questions or formulate answers.

Scribes

The role of the scribe is to write, type or word-process the student's dictated answers.

Scribes are allowed to

- ☐ write, by hand or using a typewriter or computer, the student's answers exactly as they are dictated;
- ☐ fill in the bubbles on the student's Student Answer Sheets;
- ☐ circle the student's responses to multiple-choice questions or, for large-print only, type them and
- ☐ read back what has been recorded, at the student's request.

Scribes are not allowed to

- ☐ assist the student in formulating answers to the questions or writing prompts,
- ☐ give any assistance or suggestions related to the content of the assessment or
- ☐ give advice related to the order of the questions or the time to be spent on them.

Prompters

A prompter is allowed for students with severe attention difficulties if supervised breaks will not adequately accommodate the student's needs.

Prompters are allowed to

- ☐ draw the student's attention back to the assessment through a tap on the arm, shoulder or desk or
- ☐ use a verbal signal, for example a word or phrase, to redirect the student's attention.

Prompters are not allowed to

- ☐ clarify, explain or comment on the questions, selections or writing tasks or
- ☐ draw the student's attention to a specific part of the assessment booklet.

Special Versions

If sufficient numbers of special versions have not been ordered, call EQAO (1-888-327-7377) and order supplemental special versions.

Under no circumstances may special versions be photocopied for use by other students.

Special Versions
Contracted Braille plus a set of regular-print booklets for the scribe's use
Large-print booklets—white paper
Large-print booklets—blue, green or yellow paper
One hard copy, single-sided, to be scanned for use with assistive devices and technology resources such as text-to-speech software, plus the required sets of regular-print student booklets
Regular-print booklets—blue, green or yellow paper
Audio CD plus a set of regular-print booklets
Audio CD plus a set of large-print booklets
Audio tape plus a set of regular-print booklets
Audio tape plus a set of large-print booklets

Submitting Student Responses to Special Versions

After the assessment has been completed, handle the different student response formats according to the chart below.

Response format	Special instructions	What to return to EQAO and how	What to keep at the school
Audiotaped responses	• Clearly state the full 22-digit barcode at the beginning of each taping session. • Clearly print the full 22-digit barcode on each audio tape.	• Place the student's audio tapes with the student's regular-print or large-print booklets inside the large white envelope provided.* • Seal the envelope and label it "Audio Response." • Return the envelope with the remainder of the assessment materials.	
Scribed responses	• Responses scribed by hand should be written directly in the corresponding booklets. • Complete Student Answer Sheets. • For word-processed or typewriter scribing, follow the procedures outlined in "Computer responses" below.	• Return the materials with the remainder of the assessment materials.	
Computer responses	• Type the student's name and full 22-digit barcode in the header of the document. • Save the file to a disk, using the student's 22-digit barcode as the file name. • Label the disk with the student's name and full 22-digit barcode.	Printout: • Print the student's answers and staple the pages to the inside front cover of the corresponding assessment booklet. • Return the booklet with the remainder of the assessment materials. Disk: • If you prefer to send the disk, make a copy of it, then place it in the large white envelope provided with the student's booklets. • Seal the envelope and label it "Disk Response" and indicate the software used. • Return the envelope with the remainder of the assessment materials.	• Retain a copy of the disk in a secure place. • In the event of a request for a review, the disk must be retained until the review is complete. • If no review is requested, schools are to delete the material from the disks one year after the date of the assessment.

Response format	Special instructions	What to return to EQAO and how	What to keep at the school
Braille responses	• Clearly print the full 22-digit barcode at the top of each response page.	• Staple the student's Braille responses to the inside front cover of the student's regular-print booklets. • Place the regular-print booklet inside the front cover of the corresponding Braille booklet. • Return the materials with the remainder of the assessment materials.	
Braille transcriptions	• For word-processed transcriptions, follow the procedures outlined in "Computer responses" on the previous page. • Handwritten transcriptions should be made directly in the corresponding booklets. • Complete Student Answer Sheets.	• Place the student's regular-print booklets inside the front cover of the corresponding Braille booklets. • Return the materials with the remainder of the assessment materials.	

*Please note that large-print booklets do not come with Student Answer Sheets. Students circle multiple-choice responses directly in these booklets.

Section 3: Overview

Before the Administration

Plan for the administration.

Review this training material.

Prepare the CTS and SIFs.

During the Administration

Read the Teacher's Scripts.

Distribute materials.

Collect materials.

Maintain the security of the materials.

After the Administration

Keep copies of the CTS and SIFs.

Prepare the materials for return to EQAO.

Steps in Detail

			Responsibility Checklist	
STEP 1	Receive Shipment 1.	• Shipment 1 will arrive by courier between December 1 and 3, 2004. • Verify contents: – CTSs and SIFs – *Training to Administer* CD – *Guide for Administering the Grade 9 Assessment of Mathematics* • If materials are missing, call EQAO (1-888-327-7377).		
STEP 2	Read and distribute this guide.	• Distribute *Guide for Administering the Grade 9 Assessment of Mathematics* to teachers and support staff. • Read this guide.		
STEP 3	Train to administer.	• Arrange individual or group sessions to view *Training to Administer* CD at least one week before administration. (CD) • Train.		
STEP 4	Identify students with IEPs who require accommodations or special provisions.	• Review the requirements for accommodations and special provisions in this guide, on CD or on EQAO's Web site (www.eqao.com). (CD) • Communicate with parents of students who will be accommodated or will receive special provisions. (CD) • Arrange necessary support for students.		
STEP 5	Identify students requiring exemptions.	• Review requirements for exemption in this guide, on CD or on EQAO's Web site (www.eqao.com). (CD) • Identify students for whom exemptions will be recommended. • Send letters regarding exemptions to parents, and file signed letters. (CD)		

LEGEND: Principal Teacher CD

			Responsibility Checklist	
STEP 6	Complete CTSs and SIFs.	**Note:** The number of SIFs you receive is the same as the number of assessment packages that will be sent. Call EQAO at 1-888-327-7377 if you require additional materials. • Ensure forms are completed. The order of student barcoded ID numbers on CTS matches the order in which SIFs are delivered. **Class Tracking Sheet** The CTS is the record EQAO uses to produce student reports. For classes with students in both applied and academic programs, a separate CTS is provided for each program. Do not list students in locally developed (essentials) programs on the CTS. • Use class list to account for every student registered in class. • Neatly print each student's first and last names and OEN beside a student barcoded ID number. You may use 4" × 1" labels printed in 10-point font or larger. Enter the information in the same order as on the CTS. • Record all students, even those who will be exempted. Ensure that exemption is indicated on SIF. **Student Information Form** Complete one SIF for each student enrolled in the class and recorded on the CTS. • **Ensure last four digits of student barcode match last four digits of student barcode on CTS.** • Use HB pencil to complete form. • Enter information in appropriate sections of form prior to assessment.	■	●
STEP 7	Store completed CTSs and SIFs in secure location.	• Keep materials locked away securely at all times when not in use for administration.	■	

LEGEND: Principal ■ Teacher ● CD ◉

			Responsibility Checklist	
STEP 8	Determine administration schedule.	• Plan administration schedule. • Assessment will take approximately 120 minutes. Ideally, it will be administered over consecutive mathematics periods. **Two-Day Schedule** **Day One** *Booklet 1* (multiple-choice and open-response) 60 min **Day Two** *Booklet 2* (multiple-choice and open-response) 60 min **Four-Day Schedule** **Day One** *Booklet 1* (multiple-choice) 25 min **Day Two** *Booklet 1* (open-response) 35 min **Day Three** *Booklet 2* (multiple-choice) 35 min **Day Four** *Booklet 2* (open-response) 25 min Times indicate suggested student time on-task. Additional time will be required to distribute materials and provide instruction.		
STEP 9	Receive Shipment 2.	• Shipment 2 will arrive January 4 or 5, 2005, and will contain all student assessment materials.		

LEGEND: Principal Teacher CD

			Responsibility Checklist	
STEP 9 Cont'd	Receive Shipment 2.	• Ensure that all administrative staff and custodians are alerted to watch for arrival of these materials. • All assessment materials are itemized on Packing/Return List. Check contents of tote box(es) on arrival. • Log all materials received on Packing/Return List, including quantity of each item. • If you receive partial shipment, wait two days after receiving first tote box(es) for full shipment to arrive. • If all materials have not arrived after two days, call EQAO (1-888-327-7377). • Store tote box(es) and packing materials for return of assessment materials to EQAO.		
STEP 10	Keep materials confidential and secure.	• Keep materials strictly confidential; do not photocopy. • Ensure students and teachers uninvolved in administration of assessment have no contact with materials. • If security breach occurs or is suspected, notify EQAO immediately (1-888-327-7377).		
STEP 11	Review the guide.	• Review this guide prior to administration of assessment. It contains required procedures that ensure consistency in administration of each assessment component.		
	Complete Teacher Questionnaire.	• Complete questionnaire according to instructions provided. • If you are teaching both applied and academic classes, complete **one** questionnaire—for the program that has the **larger** number of students. • Use HB pencil. • Return completed questionnaire to principal (use sealed envelope labelled "Teacher Questionnaire" if you wish confidentiality).		

LEGEND: Principal Teacher CD

			Responsibility Checklist	
STEP 12	Prepare assessment room.	• Arrange for appropriate room and seating to ensure that students work independently. • Remove from walls any mathematics material that is directly instructional in nature (e.g., definitions of mathematical terms). • Review Key Words sheet and formula sheet (you may wish to post these).		
STEP 13	Determine in-school marking policy.	• Identify component(s) of assessment for in-school marking. You may use all components of *Booklets 1* and *2*; however, you may **not** photocopy the booklets for marking or any other purpose. Do not make any marks whatsoever in the booklets. **Note:** For in-school marking, use the package of materials marked "TEACHER" on the CTS. Teacher set **must** be returned to EQAO along with all other assessment materials.		
STEP 14	Distribute CTSs and SIFs to teachers.	• Before distributing forms to teachers, examine all classes' forms to ensure that last four digits of each student's CTS barcode match last four digits of student's SIF barcode. • If, before assessment begins, you find **a student listed on a CTS who is no longer enrolled in the class,** cross name off CTS, put an X through entire front side of SIF and write "VOID" across it in large letters.		
STEP 15	Distribute assessment materials to teachers; check materials received.	**Note:** The assessments are different for students in applied and academic programs. • Ensure you have received correct materials for your class(es). • Ensure that scientific or graphing calculator is available for each student in your class(es). • Review completed CTS to ensure all students are listed. • Do not open individual student packages. **Note:** A teacher's package of assessment materials is provided. This is the first package listed on the CTS. **Do not allow a student to use this package unless EQAO expressly gives authorization.**		

LEGEND: Principal Teacher CD

			Responsibility Checklist
STEP 16	Distribute assessment packages to students.	• Use CTS to distribute student packages. • Ask students to ensure that last four digits of student barcode on CTS and barcodes on all items in student package match. • You may use completion checklist on CTS to keep track of booklets each student completes. Use of checklist is optional. • Have students check that each student package contains following materials: – Student Questionnaire – Formula sheet – Student Answer Sheet—*Booklet 1* – Student Answer Sheet—*Booklet 2* – *Booklet 1* – *Booklet 2* – Envelope – (for French Immersion classes only) *Glossaire de termes mathématiques*	
		If a student's package is incomplete, • replace incomplete package if you have an additional package; • make appropriate changes on CTS: beside original student barcode, cross out student's name and OEN; write student's name and OEN beside the new student barcode and • complete a new SIF with new barcode, put an X through entire front side of original SIF and write "VOID" across it in large letters. Ensure extra packages **are not** opened. Return these packages to EQAO. **Note:** If you need additional materials, call EQAO at 1-888-327-7377 immediately.	

LEGEND: Principal Teacher CD

			Responsibility Checklist	
STEP 17	Orient students and have them complete the Student Questionnaire.	**Orientation** The student orientation will take approximately 30 minutes. • Use script in Teacher's Scripts (next section of this guide). • Students will work independently on all components. Inform students of required materials (scientific or graphing calculators, pencils, erasers, rulers, protractors and paper for rough work in multiple-choice section). **Student Questionnaire** • Read instructions in Teacher's Scripts. Emphasize correct way to fill in circles. • If required, read questions to students, allowing time to fill in circles. • Collect completed Student Questionnaires. • Place questionnaires in secure location.		
STEP 18	Label and collect envelopes.	• Have students label their envelopes and enclose all assessment materials in their envelope. • Collect envelopes and store in secure location.		
STEP 19	Distribute envelopes containing assessment materials.	• Hand out envelopes containing assessment materials according to names written on them.		

LEGEND: Principal Teacher CD

			Responsibility Checklist	
STEP 20	Administer assessment.	• Read Teacher's Scripts to students. Do not read italicized parts aloud. • Never leave room unattended once materials have been distributed. In case of emergency, instruct students to leave materials on their desks and to exit immediately. When they return, instruct them to return to work. • Remind students to plan their time so that they can complete each component. • Do not translate or explain terms or questions for students. • Do not influence students' responses. • Do not correct students' work. • As students work through assessment, – encourage them to attempt all items and – ensure that materials and activities are available for those who finish early. • Collect **each booklet** when class completes it. • Ensure that **Student Answer Sheets** are collected and kept separate from booklets. **Answer sheets placed in booklets may result in students not receiving marks.** • At end of each day's assessment period, collect envelopes. • Put envelopes, completed booklets and Student Answer Sheets in secure place. It is very important that barcodes not be altered. **Please do not attempt to change barcodes.** The alteration of barcodes may affect the accuracy of the student's ISR. EQAO is aware that on rare occasions barcodes are mismatched. If this occurs, review page 2 of this guide or call EQAO at 1-888-327-7377 and indicate that you have a barcode problem. You will be told how to correct the problem.		

LEGEND: Principal Teacher CD

			Responsibility Checklist	
STEP 21	Mark previously identified components. (Optional)	• Do not write comments or make marks on booklets. • Do not photocopy students' work.		
STEP 22	Return all assessment materials to principal.	• Bundle all unused student packages together. • Ensure that a SIF is completed for each student listed on CTS. • Bundle all Student Answer Sheets—*Booklet 1* together. • Bundle all Student Answer Sheets—*Booklet 2* together. • Bundle all Student Questionnaires together. • Bundle all completed *Booklet 1*s together and secure with elastic. • Follow same procedure for *Booklet 2*. • **Ensure all booklets are removed from envelopes.** • Bundle all materials and booklets used for in-school marking of students' work. • Include completed Teacher Questionnaire(s) (in envelope for confidentiality, if desired). • Include unused student packages. • **Include teacher's booklets.**		
STEP 23	Photocopy CTSs and SIFs.	• Photocopy CTSs. • Photocopy all SIFs (recommended). • Put original CTSs and original SIFs in the envelope marked "Tracking Sheets and Student Information Forms." • Store copies in office. Do not return photocopies. • Place originals with materials to be returned to EQAO.		

LEGEND: Principal Teacher CD

			Responsibility Checklist
STEP 24	Prepare to return all assessment materials to EQAO.	• Indicate on Packing/Return List total quantity of each item being returned. Quantity of materials returned must equal quantity sent to school. • Photocopy completed Packing/Return List and store copy in secure place. • Include original Packing/Return List with materials being returned. • Bundle all Student Answer Sheets for all classes and put them in Student Answer Sheet envelope. • Place all assessment booklets, Student Answer Sheet envelopes, teacher's booklets, Student Questionnaires, Teacher Questionnaires, envelopes marked "Tracking Sheets and Student Information Forms," materials and booklets used for in-school marking and unused student packages in tote box(es) provided. Fill free space in box(es) with original packing material. Seal all materials as indicated on Packing/Return List. • Affix Return Service label(s) to tote box(es). • Confirm that correct Return Service label is affixed to each tote box: match the tote box ID on the Return Service waybill with the one on the tote box. • Keep the following on file in school: – photocopy of CTS for each class participating in assessment; – photocopies of all SIFs (recommended); – signed consent forms for any students exempted from assessment and – photocopy of completed Packing/Return List.	
STEP 25	Call UPS at 1-800-742-5877 and keep record of shipment tracking number.	• Seal tote box(es). • Call UPS for pickup on completion of assessment and no later than **January 27, 2005.** • Record date of pickup. • Keep copy of UPS waybill and tracking number. (CD)	

LEGEND: Principal Teacher CD (CD)

One or Two Days Before the Assessment

Orientation

Read the following to your class at least one day before the assessment. This leaves time to answer general questions about the assessment and to have students complete the Student Questionnaires.

- ❑ The Grade 9 Assessment of Mathematics will take place during your math classes on _____, 2005.
- ❑ (*Optional:* Some components will be used for your class mark.)
- ❑ You will work independently.
- ❑ After the assessment is marked, the results will be reported to you and your parents.
- ❑ It is important that you do your best.
- ❑ You will need to bring these supplies to class on the days of the assessment:
  - ❍ sharpened HB pencils,
  - ❍ an eraser,
  - ❍ a ruler,
  - ❍ a protractor and
  - ❍ a scientific calculator or, if you have one, a graphing calculator (you must have at least a scientific calculator).
- ❑ A formula sheet will be provided.
- ❑ Bring a book to read in case you finish early.

Distribute the packages. Ensure that the student barcodes on the packages match the numbers assigned on the CTS.

- ❑ Open your packages.
- ❑ You should have the following:
  - ❍ a Student Questionnaire;
  - ❍ a formula sheet;
  - ❍ a Student Answer Sheet—*Booklet 1;*
  - ❍ a Student Answer Sheet—*Booklet 2;*
  - ❍ *Booklet 1;*
  - ❍ *Booklet 2;*
  - ❍ an envelope and
  - ❍ (*for French Immersion classes only*) a *Glossaire de termes mathématiques.*
- ❑ Check to ensure that the last four barcode digits are the same on each booklet and on the Student Answer Sheets.

  Let me know if you are missing any items or if your booklets don't match.

If an item is missing, give the student a completely new package and make the appropriate changes on the SIF and on the CTS. See Step 16 on page 24 of this guide.

If a student has a barcode mismatch, refer to "The Importance of Barcodes," on page 2 of this guide.

- ❑ Put the material in the envelope and write your name on the outside.

Student Questionnaire

This may be completed during the orientation on Day 1.

- ❑ Find your copy of the Student Questionnaire.
- ❑ I will read the instructions to you.

Read the following introduction and directions to the students:

This questionnaire should take less than 10 minutes to complete. Its purpose is to gather information about your background and attitudes toward mathematics. The information will help us understand student achievement results. Your resposes will remain completely confidential.

Read each question carefully. With a **pencil,** fill in the circle that best describes your response. Make sure the circle is entirely filled in, as in the example here: ●. If no answer seems exactly right, fill in the circle with the response closest to what you want to say. If you wish to change one of your answers, completely erase the error and fill in the appropriate circle.

You may help the students with the questionnaire.

Collect the completed questionnaires and if you are stopping for the day, ensure the student's name is on the envelope, have each student put his or her remaining assessment materials in the envelope, collect the envelopes and store them in a secure location.

Script for Two-Day Schedule

Note: Students may be given a few additional minutes to complete their work, if needed.

Day 1: *Booklet 1* (60 minutes)

- ❑ We are now starting the first part of the Grade 9 Assessment of Mathematics. It is important that you do your best work. Since this is an assessment, I cannot help you with the questions.
- ❑ Make sure you have the following materials:
  - ❍ an HB pencil and an eraser
  - ❍ a ruler and a protractor
  - ❍ a scientific or graphing calculator
- ❑ Today you will be working on the 15 multiple-choice questions and three open-response questions in *Booklet 1*.
- ❑ Take out *Booklet 1* and Student Answer Sheet—*Booklet 1*.

Ask students to open their booklets to the first page. Have them follow along as you read aloud the section "Answering Multiple-Choice Questions" from your copy of Booklet 1.

Make sure all students do the sample question and understand how to mark their answers.

Students must not begin the assessment yet.

Answering Open-Response Questions

- ❑ When you have finished the multiple-choice questions, read "Answering Open-Response Questions" and the "Key Words" page.
- ❑ As you work on the open-response questions, remember to show all of your work. Include words, numbers, graphs, diagrams, symbols, charts and/or pictures to explain your thinking.
- ❑ Since someone who does not know your work will mark your assessment, it is important that you answer the questions completely and that you write down the numbers you enter and the operations you carry out if you are using a calculator.

If you will be marking some of the student work, read the following:

- ❑ I will also be reviewing your work on this assessment and will be using some of the questions as part of your mark for the course.
- ❑ We are now ready to begin. Remember to use your pencil and mark your answers to the multiple-choice questions on your Student Answer Sheet—*Booklet 1*.
- ❑ You should spend 20 to 25 minutes completing the multiple-choice questions. I will tell you when 15 minutes have passed.
- ❑ Start now.

After 15 minutes

- ❑ Fifteen minutes have passed. You should be moving on to the open-response questions in the next five to 10 minutes.

After 25 minutes

- ❑ If you have not started working on the open-response questions, it is now time to move on. Don't forget to read the directions on answering open-response questions. You have 35 minutes to complete the work in *Booklet 1*. When you have completed all of the questions, check your work.

After 60 minutes

(or when all students have completed the work or the class period has ended)

- ❑ Stop working. Close your booklet.

Collect Booklet 1 *and the Student Answer Sheet*—Booklet 1 *separately. Ask students to put the remaining materials in their envelopes.*

Place the materials in a secure location.

Day 2: *Booklet 2* (60 minutes)

- ❑ Take out *Booklet 2* and Student Answer Sheet—*Booklet 2*. Make sure you have an HB pencil, an eraser, a ruler, a protractor and a scientific or graphing calculator.

Ask students to open their booklets to the first page, and give them a few minutes to review the directions for Booklet 2.

- ❑ Today you will be working on 23 multiple-choice questions and two open-response questions.
- ❑ You should spend about 35 minutes completing the multiple-choice questions. I will tell you when 25 minutes have passed.
- ❑ Start now.

After 25 minutes

- ❑ Twenty-five minutes have passed. You should be moving on to the open-response questions in the next 10 minutes.

After 35 minutes

- ❑ If you have not started working on the open-response questions, it is now time to move on. You have 25 minutes to complete the work in *Booklet 2*. When you have completed all the questions, check your work.

After 60 minutes

(or when all students have completed the work or the class period has ended)

- ❑ Stop working. Close your booklet. You have now completed the assessment.

Collect Booklet 2 *and Student Answer Sheet—*Booklet 2 *separately. Check that all booklets and answer sheets have been removed from the envelopes. The envelopes and formula sheets can now be reused or recycled.*

Script for Four-Day Schedule

Day 1: *Booklet 1*, Multiple-Choice Questions (25 minutes)

Note: Students may be given a few additional minutes to complete their work, if needed.

- ❑ We are now starting the first part of the Grade 9 Assessment of Mathematics. It is important that you do your best work. Since this is an assessment, I cannot help you with the questions.
- ❑ Make sure you have the following materials:
  - ❍ an HB pencil and an eraser
  - ❍ a ruler and a protractor
  - ❍ a scientific or graphing calculator

- ❑ Today you will be working on 15 multiple-choice questions in *Booklet 1*.
- ❑ Take out *Booklet 1* and Student Answer Sheet—*Booklet 1*.

Ask students to open their booklets to the first page. Have them follow along as you read aloud the section "Answering Multiple-Choice Questions" from your copy of Booklet 1.

Make sure all students do the sample question and understand how to mark their answers.

- ❑ Today you will work on the 15 multiple-choice questions only. When you have completed all the questions, check your work. Do not go on to the open-response items.
- ❑ We are now ready to begin. Remember to use your pencil and mark your answers to the multiple-choice questions on your Student Answer Sheet—*Booklet 1*.
- ❑ You should spend 20 to 25 minutes completing the multiple-choice questions. I will tell you when 15 minutes have passed.
- ❑ Start now.

After 15 minutes

- ❑ Fifteen minutes have passed. You have 10 minutes left to complete the multiple-choice questions.

After 25 minutes

(or when all students have completed the work or the class period has ended)

- ❑ Stop working. Close your booklet.

Collect Student Answer Sheet—Booklet 1. *Ask students to put* Booklet 1 *and the remaining materials in their envelope.*

Collect the envelopes and store them in a secure location.

Day 2: *Booklet 1*, Open-Response Questions (35 minutes)

- ❑ Take out *Booklet 1*. Make sure you have an HB pencil, an eraser, a ruler, a protractor and a scientific or graphing calculator.
- ❑ Today you will be completing the open-response questions in *Booklet 1*.
- ❑ Since someone who does not know your work will mark your assessment, it is important that you answer the questions completely and that you write down the numbers you enter and the operations you carry out if you are using a calculator.

- ❑ Before you begin working on the open-response questions, read the section "Answering Open-Response Questions" and the "Key Words" page. Remember to show all of your work. Include words, numbers, graphs, diagrams, symbols, charts and/or pictures to explain your thinking.

If you will be marking some of the student work, read the following:

- ❑ I will also be reviewing your work on this assessment and will be using some of the questions as part of your mark for the course.
- ❑ We are now ready to begin. You have 35 minutes to complete the open-response questions. When you have completed all the questions, check your work.
- ❑ Start now.

After 35 minutes

(or when all students have completed the work or the class period has ended)

- ❑ Stop working. Close your booklet.

Collect Booklet 1 *and ask students to put the remaining materials in their envelopes.*

Place materials in a secure location.

Day 3: *Booklet 2*, Multiple-Choice Questions (35 minutes)

- ❑ Take out *Booklet 2* and Student Answer Sheet—*Booklet 2*. Make sure you have an HB pencil, an eraser, a ruler, a protractor and a scientific or graphing calculator.

Ask students to open their booklets to the first page, and give them a few minutes to review the directions for answering multiple-choice items.

- ❑ Today you will be working on 23 multiple-choice questions only. When you have completed all the questions, check your work. Do not go on to the open-response items.
- ❑ You have 35 minutes to complete the multiple-choice questions. I will tell you when 25 minutes have passed.
- ❑ Start now.

After 25 minutes

(or when all students have completed the work or the class period has ended)

- ❑ Twenty-five minutes have passed. You have approximately 10 minutes to complete the multiple-choice questions.

After 35 minutes

(or when all students have completed the work or the class period has ended)

- ❑ Stop working. Close your booklet.

Collect Student Answer Sheet—Booklet 2. *Ask students to put* Booklet 2 *and the remaining materials in their envelope.*

Collect the envelopes and store them in a secure location.

Day 4: *Booklet 2*, Open-Response Questions (25 minutes)

- ❑ Take out *Booklet 2*. Make sure you have an HB pencil, an eraser, a ruler, a protractor and a scientific or graphing calculator
- ❑ Today you will be completing the open-response questions in *Booklet 2*.
- ❑ Remember, someone who does not know your work will mark your assessment. It is important that you answer the questions completely and that you write down the numbers you enter and the operations you carry out if you are using a calculator.
- ❑ Before you begin working on the open-response questions, review the section "Answering Open-Response Questions." Remember to show all of your work. Include words, numbers, graphs, diagrams, symbols, charts and/or pictures to explain your thinking.

Give the students a few minutes to review the directions.

If you will be marking some of the student work, read the following:

- ❑ I will also be reviewing your work on this assessment and will be using some of the questions as part of your mark for the course.
- ❑ We are now ready to begin. You have 25 minutes to complete the open-response questions.
- ❑ Start now.

After 25 minutes

(or when all students have completed the work or the class period has ended.)

- ❑ Stop working. Close your booklet.

Collect Booklet 2. *Check that all booklets and answer sheets have been removed from the envelopes. The envelopes and formula sheets can now be reused or recycled.*

Appendix A—EQAO Policies

Policies and Procedures

Consistency and Fairness

The consistency of assessment procedures is important to ensuring fairness for all students. Students must work independently in a quiet environment, supervised by teachers trained for the administration of the assessment. Teachers are given a script that must be followed to ensure that a common message is given to all students throughout the province. The conditions of the assessment administration include a suggested time as well as limited access to the assessment booklets. Students work on one booklet at a time. The standardization of the assessment content and of the conditions under which the assessment is administered ensure comparable opportunities for students to demonstrate the skills assessed.

Quality Assurance

As part of EQAO's quality assurance procedures, schools may be visited during the assessment by an observer representing EQAO. The observer's responsibility is to monitor the consistency of administration across the province. The observer will notify the school in advance by phone and will present a letter of identification to the principal.

Student Participation, Absences and Lateness

All students enrolled in Grade 9 applied or academic mathematics classes in publicly funded schools must participate.

If students are absent during the assessment, teachers should have these students complete the assessment when they return, if this is possible while the assessment booklets are in the school. Teachers may use the CTS to keep track of the booklets that students have completed.

If a student moves out of the school during the assessment, return all materials to EQAO.

If a student is late for class, teachers should have the student begin the assessment when he or she arrives. If possible, allow late students the full time suggested for each component of the assessment.

Teacher Absences

Teachers who have participated in Training to Administer should work through the entire assessment with the students. In the case of an unavoidable absence, another teacher, under the supervision of the principal, may administer the assessment.

Classroom Assessment of Student Work

Teachers have the option of marking their own students' work on this assessment prior to submitting it to EQAO for centralized marking. This option provides teachers with an opportunity to obtain a sense of their students' achievement, and the evaluation may be used in calculating students' grades for the course (in compliance with Ministry of Education Report Card policies). EQAO recommends that attention be paid to both components (multiple-choice and open-response), instead of one component only.

The marking methodology used is up to the teacher and/or school. No marks are to be placed on student booklets, and student booklets must not be photocopied. All teacher materials used for this marking must be returned to EQAO by the return dates, along with the student materials.

Students Studying Mathematics in French

Students in French Immersion and Extended French programs will participate in the English-language assessment. English/French and French/English glossaries of mathematical terms will be provided.

EQAO Policy on the Duty to Report Child Abuse

Under provincial law, persons dealing with children, including teachers, teaching assistants and principals, have a duty to report suspicions of child abuse to the Children's Aid Society. According to the *Child and Family Services Act*, the duty to report also applies where there are reasonable grounds to suspect patterns of child neglect.

If a teacher, non-teaching staff member, principal or volunteer working as a scribe has reasonable grounds to suspect child abuse or neglect, he or she is obligated to report any suspicion and the information on which it is based directly to the Children's Aid Society. When reporting to the Children's Aid Society, send only the student's writing linked to the suspicion of abuse or neglect. Notify EQAO at 1-888-327-7377 at the same time, indicating which portion of the assessment is in question. Do not send the Children's Aid Society any part of the preprinted assessment. If they require more information, they will contact EQAO.

EQAO has procedures in place to facilitate markers' reporting of suspicions of child abuse.

EQAO Policy on Offensive Language

Student work that contains offensive language or obscene or racist graphic depictions will be reported to the student's principal, so that appropriate action can be taken at the school level. Offensive content may invalidate a student's response.

Reporting to Students and Parents

In the fall of 2005, EQAO will provide an ISR to each student who participated in the assessment. The ISR will indicate an overall level of achievement in mathematics. Samples of student work will be available on the EQAO Web site (www.eqao.com) to assist in the interpretation of reports. Directors of education for each district school board and school authority will receive board and school reports. EQAO will report on student achievement in the province and in school boards in the *Provincial Report on Achievement*.

Embedded Materials

Note: Field-test questions are embedded in the student booklets. Assessment of these questions will not be included in the students' scores.

Appendix B—EQAO Information

The Education Quality and Accountability Office

EQAO is an arm's-length agency established by the Government of Ontario. Its purpose is to promote greater accountability and better quality in Ontario's publicly funded school system.

The role of EQAO is to

- design and implement a comprehensive program of student assessment within government-established guidelines,
- develop and implement a system for measuring the quality of education in Ontario,
- manage Ontario's participation in national and international assessments,
- promote research in best practices in assessment and accountability,
- conduct quality reviews in co-operation with school boards and
- report to the Minister of Education, the public and the education community on system quality issues, and recommend improvements.

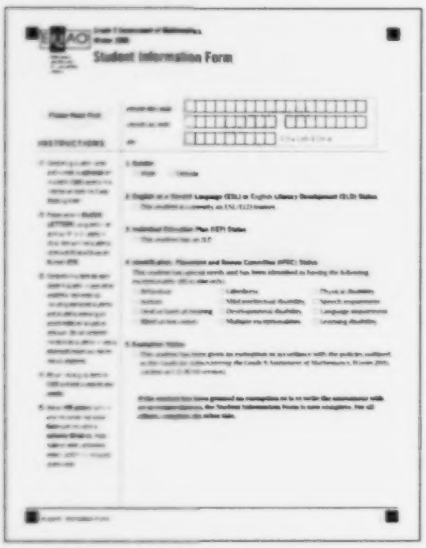
Development of the Assessment

EQAO has developed the assessment in collaboration with teams of Ontario teachers, consultants, principals and university professors. These educators have contributed their expertise in mathematics, their knowledge of *The Ontario Curriculum, Grades 9 and 10: Mathematics*, their experience with equity issues, their knowledge concerning students with special needs and their technical knowledge pertaining to validity and reliability.

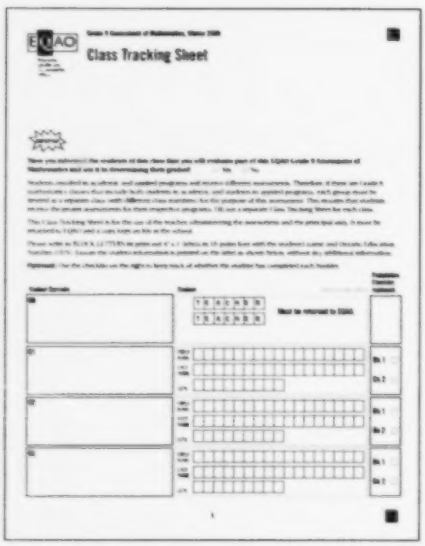
EQAO's commitment to both accountability and improvement has led to the following criteria for the Grade 9 Assessment of Mathematics. The assessment must

- be of high quality, to ensure that reliable information about student achievement is obtained;
- ask students to work independently to complete challenging tasks across the mathematics curriculum;
- give a broad view of students' knowledge and skills in mathematics and
- contribute to student learning.

Appendix C—Sample Forms

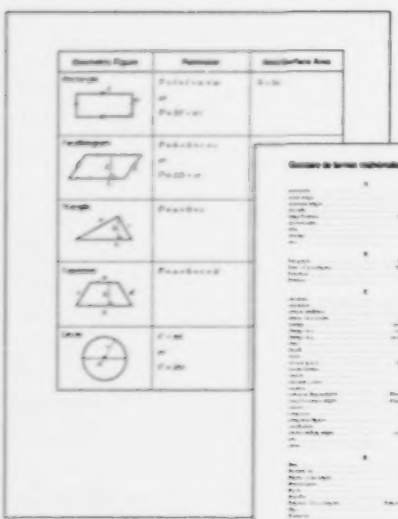


Sample Student Information Form



Sample Class Tracking Sheet

Note: These are all two-sided or multi-page forms.

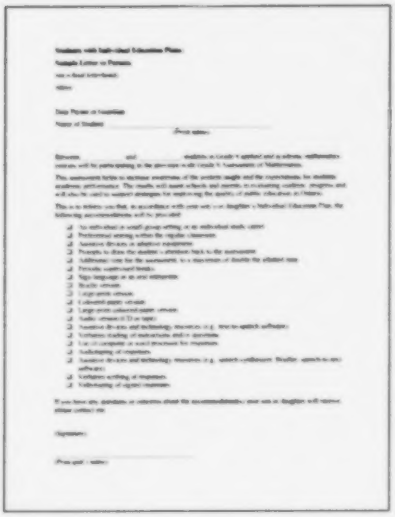


Formula Sheet

Glossaire de termes mathématiques : anglais – français, 9e année

Glossaire de termes mathématiques : français – anglais, 9e année

Appendix D—Sample Letters



Students with Individual Education Plans

Note: Editable Microsoft Word versions of these letters are on the *Training to Administer* CD, in the 2_Related_Documents folder.

Students Receiving Special Provisions

Recommending an Exemption

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Web site: www.eqao.com

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